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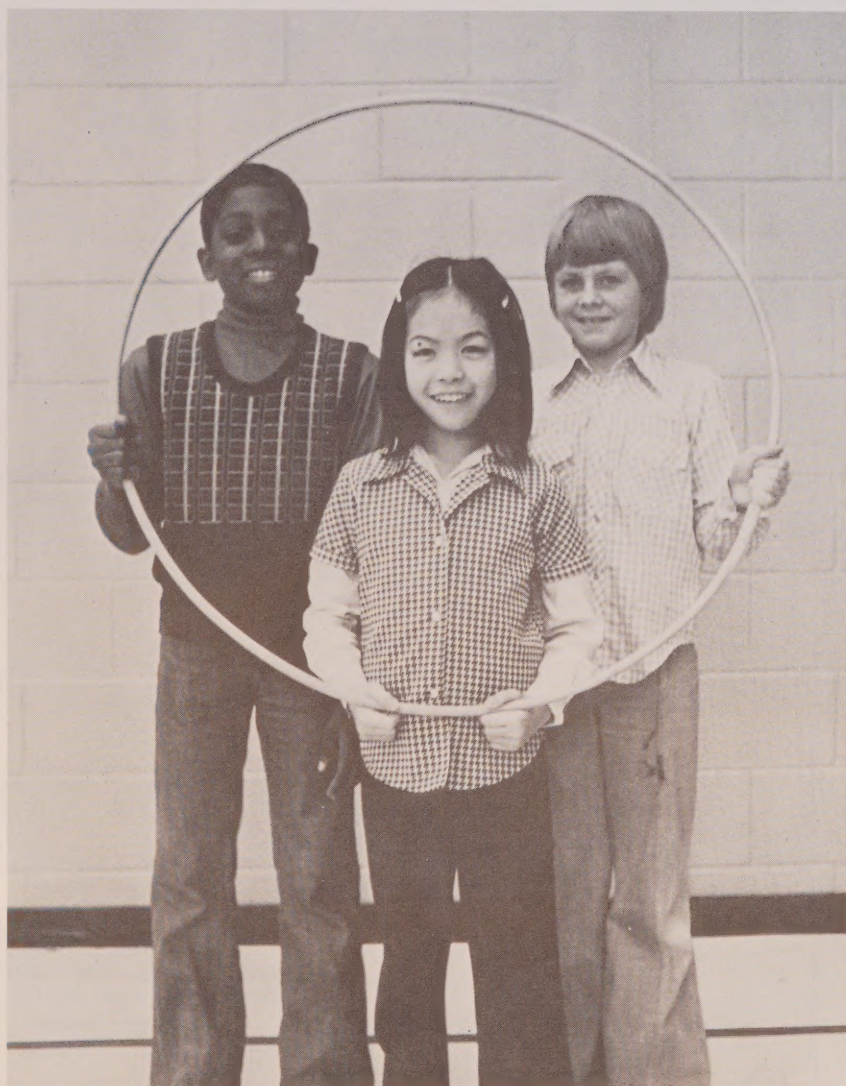
This support document to
The Formative Years pro-
vides practical suggestions
for teachers in the Primary
and Junior Divisions.

Multiculturalism in Action

Reprinted With Resource List, 1981

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Minister

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Multiculturalism in Action

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Multiculturalism means . . .

living in harmony
learning apace
sharing the problems
that all humans face

sharing our cultures
uncovering wealth
finding some answers
feeling good about self

working together
children — all kinds —
making a new world
stretching our minds.

— *Multiculturalism* by C. M.

A long way from home
They have been brought
And yet, these goldfish . . .
Already seem to enjoy
Swimming in Canadian waters.

— *The Fish* by T. Hiramatsu
(Translated from the Japanese)



If you have any ideas you would like to share with other teachers, please write and tell us about them:

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A Program Objectives

To provide a program that will give each child an opportunity to:

- develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of his or her origin, and by developing a sense of continuity with the past;
- begin to understand and appreciate the points of view of ethnic and cultural groups other than his or her own; and at the same time to:
- develop an understanding of such concepts as community, conflict, culture, and interdependence;
- learn the social skills and attitudes upon which effective and responsible co-operation and participation depend.¹

1 The role of the teacher

For teachers, these curriculum ideas in multiculturalism mean:

- commitment, if they are to convey the concepts with enthusiasm to their students;
- analyzing their own biases, and developing procedures that are fair and just for all children;
- helping individual students develop positive attitudes toward themselves and others;
- recognizing that multiculturalism is not an additional subject, but an ethic that should permeate the whole curriculum;
- understanding that multiculturalism is good pedagogy: accepting the child and his/her experiences and utilizing them for the purpose of further learning;
- perceiving multiculturalism as a necessary preparation for all children (not just recent immigrants) if they are to live in harmony in this multicultural society;
- creating a classroom environment that is conducive to inter-group sensitivity, understanding, and respect;
- recognizing that we all have roots in at least one ethnic group;
- accepting that multiculturalism is not a fad that will pass away. Even if all immigration were to cease tomorrow, the nature of Canadian society will continue to change as children of culturally diverse parents continue to be born into this society;
- recognizing that multiculturalism is not a bandwagon needing elaborate materials or resources: the children and their families are rich resources in themselves;
- fostering good school-community and school-to-school relationships;
- understanding that these curriculum ideas involve concepts that can be expanded, contracted or modified to suit more (or less) mature students;
- recognizing that all teachers of whatever subjects are teachers of reasoning, reading, writing, and arithmetic.

2 Some basic curriculum planning strategies

- Use *culturally diverse materials, problems, and ideas* for teaching the fundamentals, such as reading, writing, arithmetic, and reasoning.
- Use *universal themes* that characterize the human condition, such as food, dress, shelter, names, laws, work, greetings, friendship, conflict, festivals, ceremonies, art, dance, and music.
- Use *multidisciplinary concepts*, such as change, survival, roots, community, and migration.
- For more mature children use *multidimensional combinations of the above*, for example:
 - a) *conflict*: conflict with self, with others, with the environment, with technology: conflict in politics, economics, literature, art, and music;
 - b) *migration*: migration in science (of birds, fish, and animals): in history (of people – on foot, by oarships, sailing ships, steamships, railways, and airplanes): in literature: and in song.

3 Selection criteria

- *Sensitivity*: Will this activity increase understanding of the culture or cultures? Will it help to create a positive image? Would this presentation be supported by members of the ethnic group(s) in Canada?
- *Accuracy*: Is this a correct interpretation of the culture? Can suitable references be obtained to establish accuracy?
- *Current information*: Is this activity relevant to contemporary experience? Does the present life-style of ethnic groups in Canada maintain these values/customs?
- *Differences and similarities*: Will this activity concentrate on exotic cultural manifestations without attention to universal features of the human condition?
- *Anti-stereotyping*: Will this activity create or reinforce stereotyped images of an ethnic group? How can members of an ethnic group be presented as real people with individual character traits? How far can this activity examine the relationship between cultural response and the environmental setting?
- *Resources*: Are basic resources (materials and personnel) available to develop this activity?
- *Student level*: Is the activity suitable for the level of skills and understanding of the children concerned?
- *Objectives*: How far does this activity provide opportunities for achieving the goals of a multicultural curriculum?

4 Skills to be developed

- The activities suggested will provide children with many opportunities to develop the following fundamental skills: *observing, listening, following instructions, inquiring, classifying, organizing and recording ideas and information, interpreting, making comparisons, reading for information and pleasure, extending oral and written vocabulary, writing creatively and functionally, making oral and dramatic presentations.* (See pp. 6-9, 13-18, and 21-23 of *The Formative Years*.)
- Taking into consideration the developmental needs of children in their classes, teachers must ensure an appropriate balance between listening, speaking, writing, reading, and practical activities.

1. Ministry of Education, Ontario, *The Formative Years* (Toronto: Ministry of Education, Ontario, 1975), pp. 22-23.

B Roots

The main idea to be developed is that *we all have roots in at least one ethnic group*:

- that through our roots we inherit language, names, traditions, and culture;
- that when we are transplanted we bring our roots with us.

1 Family pioneer

- Discuss what the children understand by the word “pioneer”. Guide them to the idea that the pioneer in a particular family may have just arrived here; that even they themselves might be pioneers.
- Have the class determine what information it would like to have about the pioneer in each family, such as, relationship to child in the class, date of arrival, place of origin, occupation, travel details, reason for emigration, other countries visited on the way, etc.
- A group letter is dictated by children and sent home to parents or guardians, to explain the project and to enlist their support. Each child finds the required information about the family pioneer.
- Children and teacher make pictorial and word charts as, together, they compile and sort the information. How many pioneers came by ship, by plane or by land transportation? From which age groups did they come? Why did they emigrate? What were their occupations?

- What were the hardships of the journey? How long did it take? What did the pioneer bring with him/her? Was it for use on the journey or in the new land? Did he/she come alone or with friends? What were his/her first impressions? What did he/she miss most from the old country? Is a short journey easier than a long one? What are the enjoyable aspects of being in a new land? What are the unenjoyable aspects?

- Encourage students to collect descriptions of journeys from various stories, poems, and songs, and make a class scrapbook of journeys.

- Children make flags of the countries named and mount them on a chart or a simple world map made by the teacher. Discuss flag symbolism (where known). Older children can make an effort to discover what is not known from families, friends, consulates, or libraries.

- Individual books entitled *My Family Pioneer* might include photographs, descriptive writing, family stories, and other items.

- With very young children, a unit on *moving, or going to a new school* could be a preliminary activity. Discuss such experiences as leaving friends, feeling strange, being afraid, and making new friends.



2 Names

– Begin an “origin of names” project with the class. Children use library resources, including newspapers, to research the origins of names, and naming patterns and practices in different cultures. Younger children will also be interested in learning that people were named after days of the week, their occupations, cherished characteristics, gods, saints, flowers, etc.

– Children use this information creatively to build a class *Name Book* containing name poems, stories, illustrations, etc.

– Individual children can compile their *Family Name Book*.

– For very young children, make a collection of surnames and first names on tape, with children contributing their own names the way they like to have them pronounced.

– Children practise saying each other’s names and identify the language, or which names in the class begin with the same sound, or find out how many names – even though they look different – have the same meanings.

– Have the children find out if there are any special reasons for their names. How did the family decide on their name?

– Make up simple crossword puzzles using the children’s names and their meanings.

– Read a first-name verse, such as the nursery rhyme “Mary, Mary, Quite Contrary” and another from one of the other cultures present in the class. Invite children to contribute verses and songs that are written around names. Make a class collection of name verses, songs, and stories.

– Review and discuss the meanings of terms of endearment for young children (such as honey, honey lamb, little dove, rose bud, *mon petit chou*). Make a list of others from the different cultures present in the classroom. What qualities do they suggest?

– Since these terms are associated with lullabies and rocking in many cultures, children might learn one or two lullabies that contain such endearments.

– Encourage older children to think about nicknames as expressions of affection. Utilize stories read, or use examples of affectionate nicknames from sports (a goal tender called “Shut-out Joe”, or a pitcher called “Strike-out Pete”). Ask children to think of one characteristic they really like about a friend, or something good he or she has done. Suggest they invent a nickname for that friend and write a story of why he or she has earned it.

– Plan a hot-line show on the topic: “Why do some people use insulting names (or racial slurs) for other people?” The teacher acts as host, developing the scope of ideas presented and pinpointing the feelings of the people who receive these slurs and the destructive nature of teasing. Steer towards a positive attitude at program’s end. Second time around, children may wish to play the role of host. Encourage the class to compile a list of class rules about teasing.

3 Food traditions

– Invite persons from a number of ethnic groups to participate in or lead these activities.

– Have children smell and feel various spices. Discuss why, when and how spices are used. From where do they come? Begin a spice collection or start a herb planter to grow special cooking herbs.

– Discuss cooking utensils and menu preparation, e.g., the traditions and manners in various countries, past and present. Children can model utensils in clay. Older children may discuss Boy Scout camping utensils or techniques for survival in the bush.

– Arrange for demonstrations and discussions of the rituals connected with serving food when ethnic meals are presented in the setting of the home culture. If children are to be allowed to taste, ascertain ahead of time any conflicting cultural taboos.

– Begin a class collection of greetings or words said before and after meals in different cultures. Collect proverbs connected with food and food preparation.

– Children visit ethnic restaurants to find out about the adaptation of food preparation and customs in Canada, for example, how certain traditional dishes have been adapted because of the unavailability of particular ingredients in Canada, or how customs associated with certain festivals have been changed because the weather is different here.

– Children learn how important a part food plays in celebrations by selecting a special occasion, such as a wedding, a harvest thanksgiving, a birthday or name day, and researching the customs associated with it.

– Pretend that the classroom is a country of giants, or spacemen, or elves. Choose a day to celebrate. Make up a fantastic menu – no foods already known to present members of the class are permitted.

– Older children may enjoy looking at the diverse ways, both past and present, of preserving food, or looking at food rituals and religious concepts such as communion.

– See the unit “Corn: One of the Three Sisters” in *Touch a Child*.²

– The universality of a form of “daily bread” such as rice, pasta, potatoes, corn, or tortillas, could be expanded into a research unit for older children.

– Plant food of various kinds may be fed to some of the plants in the classroom in varying amounts. Children observe the results and discuss the implications for nutrition.

2. Ministry of Education, Ontario, *Touch a Child* (Toronto: Ministry of Education, Ontario, 1975). A Midnorthern Ontario Region Curriculum Development Project in support of *People of Native Ancestry: A Resource Guide for the Primary and Junior Divisions*.

4 Myths and legends

– Using a story such as *The Loon's Necklace*,³ introduce the children to myths and legends by which different cultures explained the world and came to terms with their environment.

– Use these four explanations of skin colour:

a) God made clay figures; fired them in the oven. First batch underdone – too white; second batch overdone – dark brown; third batch lovely, golden colour – just right.

b) God made clay figures; fired them in the oven. First batch burned – dark brown; second batch overdone – yellowy brown; third batch just right – ivory white.

c) God made clay figures; fired them in the oven. First batch, oven didn't fire – clay still white; second batch underdone – yellowy colour; third batch just right – beautiful brown.

d) God made clay figures; fired them in the oven. First batch, oven didn't fire – clay still white; second batch underdone – yellowy colour; third batch – a beautiful brown. "Fine," said God, "I'll give some of these a good coat of black glaze and make them perfect."

Ask the children which of the four versions they think would be told in India. In China? In Denmark? In Jamaica? Why would the versions of the story parents tell their children differ from country to country? Lead children to the concept that everyone needs to feel good about himself/herself. Discuss ways in which we can make others feel good about themselves. Have the children choose to be a person of a skin colour other than their own in a country other than their own. Find out at least five good things they didn't know before about the people that they choose.

– Ask each child to write down a myth or legend that one of the adults in the family remembers. Share these.

– Read to the children the myths or legends that different cultures use to explain the seasons (such as the Greek story of Persephone and Demeter), or night and day (for example, the Netsilik legend that light came "because the word of the Hare, who wanted it, was stronger than that of the Fox, who was afraid of it"). Have the children act out the stories or participate by reading a role during the story telling. The children could compose a series of comic strips to illustrate the meaning and demonstrate their understanding of sequence.

– Read the legend of the twin brothers, Romulus and Remus, who founded the city of Rome. Have the children develop a modern myth of how the C.N. tower came to Toronto.

– Refer to further suggestions in *The Human Experience*, activity 3, in this document.



5 Heroes/heroines

– Use a story of a hero or heroine from one of the ethno-cultural groups present in the classroom, to motivate the children to develop a mural on national and popular heroes and heroines from different countries. Encourage the children to collect stamps showing great figures from different countries and use them as a focal point for mural preparation. Parents can supply additional information about these heroes.

– Develop a vocabulary of heroic words (such as brave, fearless, courage, feat, enduring). Discuss whether the traits admired in heroes and heroines are common to all cultures. Tell the Buddhist story of the testing of the king of the Sibus by Indra.⁴ Extend the vocabulary to include traits admired in countries other than Canada.

– Have the children design their own stamps to show everyday heroes and ask them to be prepared to give verbal support for their selection. Reference books will provide information for making a class book of heroes and heroines.

– Write and act out short plays about the heroes and heroines chosen for the class book.

– Use some of the ideas presented in the Remembrance Day booklet⁵ from the Ministry of Education to help students discover what qualities make a hero or heroine.

3. William Toye, *The Loon's Necklace* (Toronto: Oxford University Press, 1977).

4. Pierre Grimal, ed., *Larousse World Mythology* (London: Hamlyn, 1965), p. 258.

5. Ministry of Education, Ontario, *Remembrance Day* (Toronto: Ministry of Education, Ontario, 1980).

6 Mini-survey: Discover your community culture

– Discuss with the children possible ways of discovering together everything they can about people and places in the school area. Arrange for the children to undertake some of the following activities:

- a) visiting a shopping area;
- b) photographing or sketching stores, churches, or other buildings of a particular ethnic group;
- c) copying foreign-language store signs;
- d) listing services available for the various ethnic groups;
- e) interviewing a restaurant worker, a fruit store attendant, a shopper, about living and working in the area, taping comments, if possible;
- f) developing the survey, using a story board or experience chart.

– The class surveys the school street. They map the buildings and photograph the houses, make scale models or cut-out models, using photographs. They arrange an appointment with an older resident to find out about changes on the street. They can present these changes in visual form, for example, as paintings of past and present.

– Develop three vocabulary lists from a discussion of the smells, sights, and sounds of the community. If there are new immigrants in the class, they could compare walking to school in the old country with walking to school here. What did they see, hear, touch, and smell that was different?

– If there are children who have moved from one school to another, they too could respond to some of the same questions.

C The Human Experience

The main idea to be developed is *the universality of the human experience*:

– Similar needs, thoughts and feelings are experienced by all humans, for example, love, fear, pride, hunger, and anger.

– Some experiences are common to certain age groups in all cultures, for example, learning to talk, walk, play, work, become an adult, marry, have children, die.

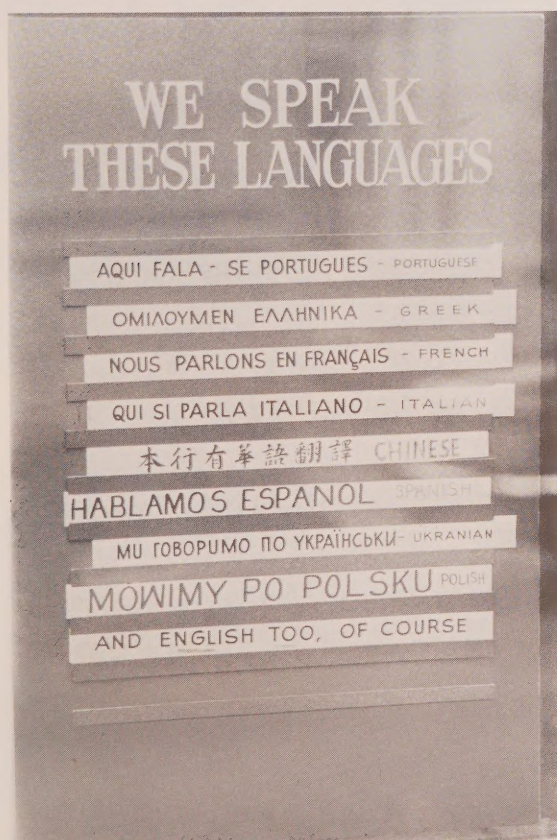
– People can be grouped in many ways other than by ethnic origin, for example, by physical, emotional or personality characteristics, common interests, and occupations.

– Within groups of people who are similar in some respect, there are also many differences.

– We must learn to understand and respect differences.

– Family groups may vary in size through birth and death, or divorce, remarriage, and emigration, which are becoming common phenomena.

– Sometimes we wish to be alone, or quiet – a group of one.



1 Feelings

– The children collect pictures that show people expressing their feelings, such as happiness, fear, embarrassment or sorrow. Make a collage, discuss and record the feelings the pictures portray.

– Extend the list to feelings that were not illustrated, such as anger or pain.

– Discuss with the children which of the feelings are familiar to them. Have them talk or write about the experiences that prompted the feelings.

– Ask the children which feelings they described would be shared by people everywhere; which would not. Could they now suggest a title for the collage?

– Have the children make paper-bag masks portraying different feelings. Ask them why they like to use masks. Do they like talking to people with masks on? If not, why not?

– Read to the class stories and poems dealing with people and their feelings. Have each child select a feeling that is most interesting to him/her, such as pride, or love, or fear. Working with others with similar interests, the child could collect stories, poems, pictures, songs, and books that deal with the chosen theme.

– Have the children make papier-mâché or plasticine masks displaying chosen emotions.

– Provide each group with a place and a time to exhibit their collection and talk to the class about it. Encourage the use of role playing or mime in the presentations.

– After reading some short stories from different cultures, the class makes a tape collage of sounds or noises used by various cultures to denote differing emotions, for example, shouts of joy, surprise, pain, fear. Discuss cultural differences in the degree to which displays of emotion are permitted.

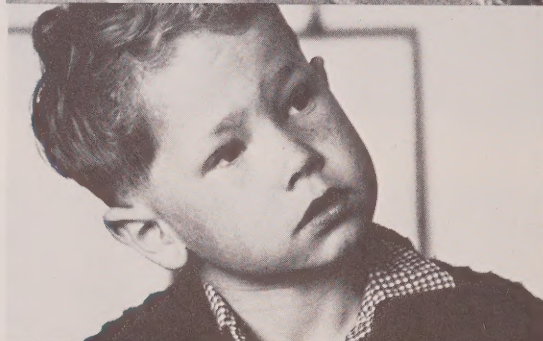
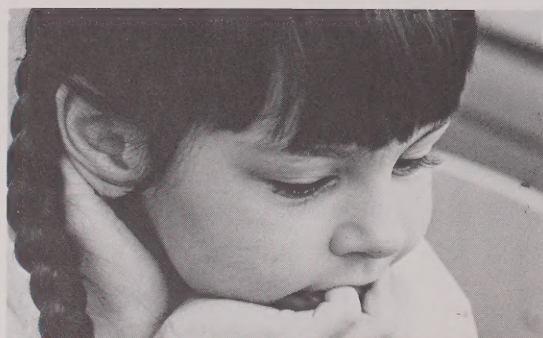
– Develop and extend a vocabulary of feeling, for example, gleeful, joyful, happy, sad, mournful, sorrowing, content, placid, etc.

– Learn a joyful song such as:

*Glad that I live am I,
That the sky is blue,
Glad for the country lanes
And the fall of dew.
After the sun the rain,
After the rain the sun.
All that we need to do,
Be we low or high,
Is to see that we grow
Nearer the sky.*

– Review body language as a clue to feelings. Have children mime – showing others that they like them, being in a hurry, feeling lazy, being hungry, and so on.

– Discuss how the other people who live with us show us that they like us, are cross with us, are pleased with us, want to be left alone. Write stories about the times we misunderstood or did not notice body language.



2 Time lines

– Place a length of masking tape on the floor; or place a length of coloured string where all the children can see it; or draw a long line on the chalkboard. Tell the children that it represents their life from birth to the present. Divide the line into the number of years it represents. Mark each year on the time line. Have the children suggest one major event that would be common to all children for each year represented.

– Have each child illustrate experiences from the past and place them at appropriate places on the time line. Discuss and help children perceive that they have many experiences in common at each stage. Younger children will work co-operatively and produce a six-, seven-, or eight-part collage. Older children may make individual, illustrated time lines.

– Collect verses and rhymes related to age. Have children make up simple verses beginning “When we are one”, or “When we are two”, or “When we are six”.

– Extend the activity by looking at experiences common to teenagers, adults, and old people in the family groups. Use role playing.

– Summarize by discussing experiences common to all people in a lifetime.

3 Myths and legends (See also Roots, activity 4, in this document.)

– Set aside time to read or listen to myths and legends from around the world. The children should help to collect these.

– Discuss the legends, using some of the following questions:

- What idea does this give you about the myths and legends people tell?
- Why do you suppose people tell them?
- What can you say that might be true of all myths and legends?

– Develop co-operatively charts to illustrate the themes that are common and the themes that are different.

Chart 1

Myths and Legends We Have Read	Country	Theme
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Chart 2

Myths and Legends with the Same Theme	Theme
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Chart 3

Myths and Legends with Different Themes	Theme
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Are some themes more common than others? Why?

– Have the children colour cardboard circles with the colours of the rainbow and make spinning tops by inserting a pencil through the centre. Discuss what happens to the colours. “When do we see rainbows?” Have the children write a myth to explain the rainbow.

– Have the children suggest events they would like to have explained in this way, such as: Why the snail carries its home on its back; or Why smoke likes to fly to the sky. They should choose an ethnic group and explain it in the way they think that group would explain it.

– Have the students write a myth or legend of their own explaining: Why I love (or hate) to touch (or hear, taste, smell) . . .

4 Differences are interesting

– Each child makes a list or series of pictures entitled “Words or pictures that describe me”. Beside this list, have each child do the same thing to describe his/her best friend. Match the common characteristics.

– Discuss the ways in which we are like our friends and the ways we differ from them. How can we account for the differences? Is it a good thing that we are not all alike? If so, why?

– Imagine parks and gardens in which all the flowers are the same. Draw or paint a picture of a flower bed in which all the flowers are the same. Now design a flower bed with differing flowers. Will they all bloom at the same time? Will they all be the same height?

– Plant a class tray garden with some climbing plants, some creepers, some upright plants. Place various size stones to make a harmonious whole. Discuss the role of each plant in setting off the qualities of the others.

5 In another's moccasins

*O Great Spirit, maker of all things,
Forbid that I judge any man till I
Have walked for two moons in his
Moccasins*

— An Indian prayer

Begin a display of children's books that focus on experiences not common to all children in the class, for example, moving, being an immigrant, having a working mother, being part of a single-parent family, being adopted, handicapped, orphaned, or living with foster parents. Encourage the children to add to the display or talk about an experience that interests them.

Children close their eyes, put their heads on the desks, and listen to the noises of the school for a few minutes. Make a list of the noises they heard. Which of those noises were they aware of when their eyes were open?

– Have the children try to describe colours for a blind person. Could they do it by temperature? By sound? By taste? By touch?

– Show the children a whole nutmeg. Let them smell it. Can they guess what it is? Explore ways of describing popcorn or snow or spaghetti to someone who has never experienced them.

– Have the children ask their families to identify something they think no Canadian-born child will have seen. Illustrate and describe it. Have other children guess what it is.

– Put on a short film, leaving off the projector lamp so that the children hear the sound track only. Discuss what they imagine is happening on the screen. Show the film complete with sound and image. How much did they lose by not being able to see the images?”

– With older children, the class could be divided, with one half having a visual, and the other half an audio experience only.

– Show a short film without sound. Have the children write or suggest dialogue for some sections. Discuss different perceptions of the same scene. Re-run the film with sound.

– Read a shortened version of a story such as *The Prince and the Pauper*.⁶ Then ask the children how they think they would feel in the following situations:

- You are an Inuit child who has changed places with a child from the desert.
- You are a child who is good at sports and you have changed places with a child who is not fond of sports.
- You have changed places with your mother/father/guardian.
- You have to leave Canada, the country of your birth, and move to another country.

– The children choose an exchange. They find out something about the person they are exchanging with and the place they wish to visit.

– Discuss: “Which experiences have changed me?”

– Read excerpts from *The Water Babies* by Charles Kingsley,⁷ particularly those parts relating to Mrs. Do-as-you-would-be-done-by and Mrs. Done-by-as-you-did. Have the class collect phrases, proverbs, or verses that relate to trying to understand how the other person feels, for example: Do unto others . . . ; Walking in another’s moccasins; Seeing through another’s eyes; Wearing another’s hat. Discuss the origins of these sayings.

– Ask the children to imagine that they have found a pair of old shoes belonging to their grandmother or grandfather. They try them on and pretend they are grandma or grandpa. Have the children come to class prepared to write about “Walking in my grandmother’s/father’s shoes.” Ask them to check out their stories with their families. Is the story historically and geographically correct? Is it plausible? Have they some illustrations or mementoes in which the class would be interested? Does the family think that the child is like one of his/her grandparents?



6 Belonging to groups

– Discuss the number of characteristics that make it possible for each person to belong to many groups, for example, age, height, hair colour, eye colour, date of birth, number of years in school, number of children in the family, street lived on, first letter of last name, favourite colour. The children group and regroup themselves as each set of characteristics is named. Make graphs to show the number of children in each group. Discuss the changing size and membership of groups as the characteristics of the group change.

– Group children by recreational interests or hobbies. Set up hobby corners where children may demonstrate their differing interests. Guide children to see that we can learn much from people whose interests may differ from our own. (The Women at Work Series⁸ provides a good introduction to this concept.)

– Each child makes a long sentence that describes “me” by “the groups I belong to”, such as, “I am a daughter, sister, aunt, tall, blue-eyed, brown-haired, curly-haired, long-haired, stamp collector, hockey player, living on Yonge Street, attending Happy Valley School, my last name begins with S, my favourite colour is blue, and my favourite food is ice cream.

– Have them write the sentences on cards. Shuffle the cards and redistribute. Have the children guess whose card they have and return it. Have children take turns reading the cards aloud. Have the class guess to whom the card belongs.

6. Mark Twain, *The Prince and the Pauper*, Children’s Illustrated Classics (London: J. M. Dent, 1968). Also available in New Method Supplementary Readers Series (London: Longman, 1957).

7. Charles Kingsley, *The Water Babies*, Children’s Illustrated Classics (London: J. M. Dent, 1957). Also available in New Method Supplementary Readers Series (London: Longman, 1957).

8. Beverley Allinson and Judith Lawrence, Women at Work Series (Toronto: D. C. Heath, 1975). Individual titles include: *Maryon Makes Shapes*; *Ellie Sells Fish*; *Myra Builds a House*; *Dr. Mary’s Animals*.



7 My private world

– Ask the children to imagine they are gold fish in a bowl. Now ask them to imagine they are in a fish tank. Which container would they prefer? Why? What can a fish keep secret from the people looking at the bowl or tank?

– Use a story or poem to continue with this topic. Refer to being alone, to imagining, to having a private world. Ask the children what they think a private world is. Do they have a private world? When do they go there? Why? Do they think their private world is like that of anyone else? Why? Why not?

– Follow this discussion by allowing the children to paint or write or dramatize their experiences in the private world. Some children may prefer to write about why they do not want to tell anyone about their private world. Others may want to imagine they are “inside the gold fish’s head”.

– Listen to a recording of the Irish folk song “If I Were a Blackbird”. Have the children discuss where they would fly if they had wings. Why would they go there? Have the children collect stories, pictures, or other materials about the place to which they would like to fly. Allow them to invite other children to their chosen country.

– Older children may enjoy having a time machine and going back in history to an earlier private world.

8 Big families, small families

– Children are encouraged to look at the ways in which families change in size, for example:

A family growing larger through

- birth of children to mother
- birth of children to mother’s/father’s brother or sister
- birth of children to an older brother or sister
- mother/father marrying again
- adoption
- mother’s/father’s brother or sister, or other relations, coming to live in the same house
- grandparents coming to live in the same house

A family growing smaller through

- death in the family
- divorce
- family members moving away or migrating
- The children explore what they think it would be like to live in a big family/small family. The old Chinese tale of the man who thought his house was too small can make a useful introduction.
- Explore the activities families share, no matter how they differ in size, for example, eating, sleeping, talking, washing, buying clothes, and needing a house.
- Collect “family size” stories and poems such as “The Five Chinese Brothers”, and “There Was an Old Woman Who Lived in a Shoe”.
- Make scrapbooks, models, paintings, or drawings depicting large and small family activities, for examples, a large family making wine or haying, a small family at the C.N.E.

Discuss family gatherings. When do families like to get together to celebrate? Where do they get together? What do they do when they are together? Are they always happy together?

- Charts, graphs, and tables can be used to depict languages spoken in the family, work of parent(s) or guardian, things the family does together, how far members have travelled.
- Arrange to exchange information with classes in schools in other parts of the city.
- Look at some animal families. Where does a kitten learn how to wash? Where does a bird learn to fly? List “The things I have learned from the adults at home”.
- What do the adults in the home do for us? What do we do for them? Illustrate a list of adult caring chores, and one of children’s chores.



9 Castles

— Build a sand castle on the sand tray. Put in a flag. Ask the children about building castles and forts in the sand. What songs or ditties do they know about castles? Have they ever seen a castle, or fort, or palace? Have them find out from their families or the library if there were any castles, palaces or forts in the old country. Begin a post card collection, with each child writing up the history of his/her castle.

— Read fairy tales that involve castles. Have the children collect and discuss phrases or proverbs from various countries related to castles, such as, building castles in Spain, building castles in the air, etc.

— With older children this could be expanded to looking at forms of shelter in many countries and the relationship of shelter to the environment.

— Explore the difference in meaning between the words “house” and “home”. Discuss the universal need for a sense of belonging. Guide children to perceive that we each need at least one adult who cares for us and for whom we care; that although the *forms* of child-care vary from country to country, *love* of children is universal.

— Have the children read and collect stories from different countries that deal with the concept of home.

— Discuss: “A man’s home is his castle.”



D Sharing

The main idea to be developed is that *a sense of community develops when there are opportunities to share with others:*

- Sharing means giving something of oneself. It helps us grow emotionally and is a source of learning.
- Many cultures share the same needs and problems but have found differing solutions.
- People who co-operate and share ideas often find better solutions.



1 Learning

– Draw a ladder on the board representing the years of the children, for example, from birth to age eight. Remind them of the list they made of things they had learned from the people in their homes. Extend this to include friends, teachers, and others. Complete the chart in this way:

1. Children learn many things		
2. Many of the things we learn, we learn from other people		
Age	Things we learned	With whom or how did we learn them?
1		
2		
3		
4		
5		
6		
7		
8		

2 Interests

– Discuss with children what the word “club” means. Ask them to talk about those to which they belong. Encourage further discussion of the purposes of the clubs and who may join.

– Divide the class into three or four groups. Explain that the purpose of each group is to form a club. The group is to determine what kind of club, make the rules, etc. Afterwards, have each group share its experience with the rest of the class. Look at the experiences of the groups and talk about the things that were the same and the things that were different.

– The class can then explore what membership means, what sharing means in this situation, and the limitations that membership imposes.

3 Materials and skills

– Ask the children if they have ever traded something. What did they trade? Were they pleased with the trade? If they collect stamps, which ones did they trade? Is there any commodity their family has that it could trade? (For example, homemade pickles, pies, paintings, or crafts.) Is there any commodity they think that Ontario could trade with other provinces? Other countries?

– Have the children, working in groups or individually, choose a country they would like to represent. Prepare for a bazaar day and have each group demonstrate the heritage of the country they represent through displays of vegetables, fruits or other foods, crafts, songs, stories, books etc. If the real materials are unavailable, the children can make models from clay or papier-mâché. Ask the families to help. After the bazaar day (or days), discuss which resources and skills the children would like to trade or share.

– Arrange an exchange of bazaars with children in other classes or schools (see “Project Canada” brochure, Ministry of Education, Ontario).

4 Ideas and work

– Clear an area in the classroom that can provide the children with a base to build a model town. Make each element of the model town, for example, housing, landscaping, recreational facilities, community services, and transportation the responsibility of a particular group of children. Ask the children how they would proceed. It will soon become apparent that co-operation and the sharing of ideas is essential. For example, some children may see the necessity for each group drawing up a plan and conferring with other groups. As construction proceeds, lessons can be drawn from the frustrations of non-cooperation or, conversely, from the satisfactions of sharing.

– Once the town is completed the children should analyze it carefully. Will it work? Could people live there? What changes are needed? Who should be responsible for the changes?

– Divide the children into groups. Present each group with a problem to solve. Allow each group to present solutions to other groups. The following suggestions from *Children Solve Problems*, by Edward de Bono,⁹ may prove useful:

- Show how to stop a cat and dog fighting.
- Design a fun machine.
- How would you weigh an elephant?
- Invent a sleep machine.
- Design and equip a space rocket.
- Improve the human body.
- Design a bicycle for a letter carrier.

– Have each pair of children think of a problem and write it on a card. The cards are shuffled and redistributed for other pairs to solve.

– Or the children can ask their parents, who might come up with problems such as: Show how to straighten the Leaning Tower of Pisa; or Design a machine for washing small children.

9. Edward de Bono, *Children Solve Problems* (New York: Harper and Row, 1974).



5 Games

Ask the children which games they like to play in the schoolyard. Begin a collection of yard games from around the world. Have children who know the games teach the others. Have the class write co-operatively instructions that all can understand. Are there any common elements in the games? Are there any distinctive features?

– Begin an international collection of fun masks such as those connected with Halloween, Guy Fawkes, Carnival, or New Year. From what are the masks made in the different countries? How are they made? Experiment with making large head masks using wire chicken netting and papier-mâché, or make face masks on the children themselves, using bandage impregnated with plaster – the kind used for plaster casts on injured limbs. (*Caution: Be sure to vaseline the child's face well beforehand and leave holes for both the eyes and the nose. Only a thin layer of plaster is needed. It is best to try out this method at home first!*)

– Ask the children what makes them laugh. Have them write their favourite joke on a sheet of paper. Share those that do not offend any group. Discuss why some people might not laugh at a joke. Do they like being laughed at? Help the children see that we can sometimes hurt others with our laughter. Begin a book of good international jokes, cartoons, or riddles.

– Have the children choose a game in which they are interested. Each then compiles a scrapbook showing the chosen game being played, or evidence of it being played in as many countries as possible.

– Ask the children which games they like to play indoors. What materials do they use? Who makes up the rules? Have each child choose a partner. Distribute to each pair a number of materials, such as five nails, or three marbles, two metal rings, or pen and paper. Alternatively, have the materials available on a table and allow the children to choose what they want. Ask each pair to design a game for two or more people using the materials given. They should write down the instructions and rules for playing. Have the groups exchange games. Discuss what makes an interesting game.

– Have the children observe the school playground. What is its present condition? Who plays there? What age are they? Where do they play? What do they play? What improvements could be made in the play area? What materials are needed? What is the cost? Have the class prepare a proposal for improving their playground and present it to the principal, teachers, and other classes. Check! Were their observations accurate? Do other classes or teachers share their perceptions?

– Organize a class newspaper. Have the children decide the sections that should be included, items considered newsworthy, individual and group responsibilities, printing procedures, distribution. After the first edition, provide an opportunity to evaluate the newspaper, to show how effectively the groups work, and to make suggestions for improving procedures.

– Have samples of several kinds of puppets. Discuss the origins of each kind. Have the children choose short stories from different countries, make cardboard-box theatres, and simple stick or finger puppets to act out the stories. The children can work in pairs, taking it in turns to read or be the puppeteer.



E Communicating

The main idea to be developed is that *communication is a basic human need*:

- that communication rituals may vary from culture to culture;
- that people communicate through a variety of expressive and receptive forms, such as speech, art, literature, music, dress, and movement;
- that facility in a common language improves the exchange of ideas and information;
- that older people in a culture are an important source of information and learning;
- that people from all cultures make some adjustments to meet the needs of a new environment.

I Strangers

- Everyone takes turns role playing the experience of arriving in a new place without knowing the language or customs and trying to communicate with local people. They use gestures and facial expressions for questions and answers, or use home languages to try to exchange messages.
- Discuss the feelings of the locals and the new arrivals. Be prepared for any negative reactions to newcomers. Encourage the children to think of their own feelings when they have joined a previously-established group.
- Compose individual and group poems about feelings, such as a haiku, a cinquain, or a diamante. Or make up songs to help newcomers feel better in an unfamiliar situation.
- The class works out procedures for welcoming newcomers to the classroom, school, or neighbourhood.
- Have a silent day or half day or half hour. Everyone makes drawings to get or give information and reactions.

2 Greeting scenario

- Ask the children how members of their family greet each other. When do they greet each other? How do they say good-bye? Discuss how family greetings differ from those for friends, and those for strangers.

– Organize a class picture file to demonstrate how people from different cultures meet and greet each other. The children mime these rituals and suggest word sequences which seem to fit the pictures.

– Have resource persons from different cultures tell about these occasions and demonstrate the greetings exchanged. Have groups develop playlets to experience greeting styles.

– Arrange interviews with representatives of ethnic groups, to discover the extent to which their rituals are being retained in the Canadian setting.

– Discuss why greetings are necessary. Discuss which greetings are necessary for a happy classroom in which everyone feels welcome.

– Arrange for the children to take turns everyday at being a host or hostess whose task is to formally welcome, on behalf of the class, anyone who visits the classroom that day.

3 Survival language

– Make class lists or tapes of key words in different languages for example, Help! Stop! Fire! Danger! Poison!

– Set up a first-aid post. Children use the survival language in their dialogue.

– Children develop a survival language (tapes, charts, books), sharing their different languages to cope with key questions anyone might need to ask in a new school. (Stress listening skills.)

– Role play arriving in a new school, trying out different languages with a survival language chart as a guide.

– Start a class collection of symbols or street signs for key places and items in different countries, for example, subway, bus stop, rest room, church, police station, fire station, garbage bin, post box, etc.

– Make a series of pictures using the different symbols, for example, one group makes a picture with all the symbols for places of worship, one with all those for post offices or campsites. This activity could be related to mapping.

– Examine with the children the role of numbers as an almost international language. This activity could be tied into activities concerned with metric conversion.

– Experiment with Indian sign language. Which of our senses are we using now? (See the units “Symbols I” and “Symbols II” in *Touch a Child*.)

– Examine with the children some pictographs. Assign one or two for individual interpretation. Have the children make their own, using number sticks.

– Older children may enjoy researching the long-distance communication methods of earlier times, such as the use of smoke signals, hilltop bonfires, church bells, and drums.

4 Ethnic styles

— Use clippings from newspapers and fashion magazines to introduce a research project on authentic ethnic styles. Children can use pictures and books from home or the library to make their own sketches for a mural on ethnic styles. Dress paper dolls in ethnic costumes, or make and paint clay dolls in national dress. Develop a vocabulary associated with different ethnic costumes: sari, kilt, bonnet, etc.

— Have a dress-up box in the classroom. Discuss how we feel when we change dress.

— Arrange a class visit to a boutique to examine ethnic outfits. Discuss the relationship of fabrics used to the environment or availability of the product from other cultures or countries.

— Invite community resource persons to lead activity sessions, for example, making ethnic outfits, organizing a fashion show using ethnic design features incorporated into modern styles, doing distinctive embroidery, etc., explaining the occasions on which various styles are worn.

— Make a class mural, collage or photo essay of the children wearing national dresses from (a) their own cultures, and (b) from various cultures other than their own.

— Investigate fabric weave, colour, and design, and differentiate by feeling the textures. Build a new vocabulary of texture and colour. Develop word association games beginning with the words velvet, wool, silk, etc.

— Prepare a fabric production exhibit.

— Discuss the particular uses of ceremonial dress, holiday dress, working clothes; of uniforms for games, schools, clubs, etc. Write about “A uniform I would like to wear”. Review the appropriateness of dress for specific occasions.

— For older children, arrange a demonstration of stone polishing, or research on gems or other ornaments. Create a classroom museum exhibit which might centre around a jewellery display representing different cultural groups.

— Prepare a class newspaper report, a radio broadcast, or a television commentary on one of these cultural presentations.

— Conduct an opinion survey on unisex styles as a feature of Canadian culture. Are opinions grouped according to age, sex, or cultural group?



5 Project: Hair

– Children bring photographs of themselves showing different hair styles. Take polaroid shots or use extra class pictures for a collage. Make cutouts so that faces can be moved from picture to picture to try out different styles, or borrow washable wigs for children to try on. They can see if they feel different with various styles.

– Visit a hairdresser or invite one to bring portable equipment to the school and show some features which might appeal to the particular age group. Review cleanliness and care of the hair.

– Invite people from different ethnic groups to demonstrate hairstyles commonly associated with their national groups, for example, East Indian, Japanese, African, West Indian, etc.

– Organize interviews with persons from different backgrounds (Sikh, Rastafarian, Hare Krishna member, native Indian, etc.), to explain their beliefs as they relate to personal appearance. Tape the interviews and compare views expressed. *Be sure parents are involved and know the purpose of this activity.*

– Using prints or pictures from diverse cultures, past and present, review the idea of beauty, with each culture having its own mores.

– Older children could look back in history at earlier cultures when men wore long hair, used cosmetics, etc.

6 The world of art

– Study, as a class and individually, a print or photograph collection of a particular culture. Ask the children what they can deduce about the culture from the paintings or prints. Have them record their observations on tape or a file card.

– Organize a field trip to an art gallery or museum to look at selected items which portray features of a particular culture. Make sketches for classroom use.

– Encourage the children to ask their families to identify a famous artist from their old country (or province). The children then find out what they can about the artist and share their findings with the class. A board display could show one work from each artist, with a note about his/her life, in position on a simple world map.

– Encourage students to experiment with art media to express a view of their present culture as Canadians:

- sound collages of neighbourhood sounds
- random photographs
- newspaper cutouts, pasteups, papier-mâché sculptures
- plasticine or clay models
- sculpture using junk items: pop bottles, cans, boxes, etc.

Invite local artists or art students to develop an informal artist-in-residence relationship with the school for this project.

7 Listening stations

– Develop a class collection of tapes and records of music from different countries. Each student takes a turn at playing disc jockey, selecting an item, presenting it so that it has meaning for the listeners. Encourage children to evaluate their own performance and try to improve their next presentation.

– Organize a special program of folk songs from different countries. Get children to respond to rhythm by body movement and body music, such as hand clapping or foot tapping.

– Borrow a set of drums and allow children to experiment with sounds which communicate meaning. Introduce the idea of the “talking drums” of native Indian and African cultures. Examine conditions under which drums can be used as an effective means of communication. Listen to records of drummers from different cultures and try to identify the ways in which sound is used.

– Invite resource people from the community to play musical instruments from their countries, interpreting instrument and music at the level of the students and allowing participation where possible.

– Develop a listening game. Play records from different cultures. Children try to guess from which country the music originates.

– Develop an audio-visual project on the part that music plays in different cultures. Include traditional ceremonies and celebrations as well as the more modern.

– Encourage the children to bring modern music reflecting their cultural origins for listening session. Have children interpret moods through creative writing or drawing. Provide the children with a box of crayons and a large sheet of paper. They choose a colour they feel the music suggests and move it on the paper following the rhythm.

– Produce a soundscape of the Canadian mosaic, combining sounds and music from your school community, from radio and television stations, from the classroom tape collection, etc.

– Organize a music tape exchange with a classroom in another ethnic community. Tapes should have file cards with notes to explain them to other listeners. Arrange a visit to exchange views about these items.

– Play a recording of music that suggests galloping. Ask the children what they imagine would be happening on the screen if they heard this at the movies or on television. Play a recording of music suggesting something mysterious. What is happening on the screen now? Then play a third record and ask the children to write what they imagine is happening.



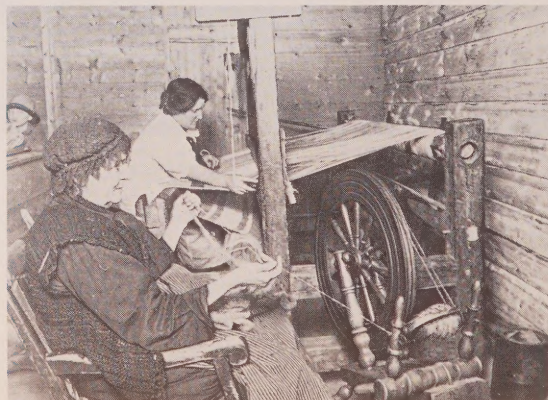
8 Picture essay

- Plan, prepare, and create, either as a class, as individuals, or as groups, a picture essay entitled “Old Country: New Homeland”. Use material which already exists or develop an original presentation.
- For a slide presentation try using two projectors and double screen to juxtapose the old and the new; use alternating images or illustrate similarities across cultures. Children can prepare written commentaries.
- The picture essay can be presented on bulletin boards or made into a giant book with poems and narrative and descriptive writing. Exchange your books with another school.
- Collect old photographs, other visual and print materials for students to sort, put into categories, and mount for display purposes with suitable captions.
- The children make sketches and paintings based on books or on oral histories collected from relatives and community members.
- Borrow slides for an Old Country presentation and prepare a taped commentary.
- Photograph community activities to show ethnic lifestyles in Canada.
- Interview older members of the community about the changes which they have experienced and the values which they retain.
- Use ethnic newspapers and magazines in Canada for a scrapbook about the interests of people today.
- Children can act out old and new customs. The audience can identify the changes.



9 Hands-Can-Do: A crafts workshop

- Invite representatives of ethnic groups in your community to demonstrate special handicraft skills which they would be willing to help students learn. If possible, display the finished objects which can be produced to motivate student choice of activity.
- Set up craft corners with materials and storage facilities. Some ideas might be pottery, mask making, weaving, embroidery, straw work, coconut craft, wood carving, and instrument making. The possibilities would depend on student interests and abilities and the availability of a resource person who can relate to children of other cultures.
- Workshop displays can be organized as a culminating activity.



10 Poet's corner

- Have a poetry-reading session to introduce poems from different cultures. Illustrate these to identify the country of origin as well as the feeling of the poem.
- Encourage students to use a quiet time to write poems about their own experiences. Poems can be illustrated and mounted on a poem tree or kept in a personal notebook.
- A collection of short poems from and about other cultures can be organized on a blank filmstrip.
- Make a tape collection of poems from around the world. Try choral presentations with sound effects.
- Students collect proverbs from different countries, with English equivalents. Make up charades to illustrate the meanings.

11 Dance

- Encourage students from different ethnic groups to select one of the folk or modern dances they know and prepare themselves to teach it to the group. This will involve arranging for music or rhythmic sound and giving clear instructions for dance techniques. Instructions can be taped or written for future reference.
- Use commercial records presenting ethnic dances to teach dance techniques and interpret cultural experiences expressed through dances.
- Group the dances across cultures according to themes or occasions, for example, work, victory, marriage, or seasonal rites. Let students select categories, identify similarities and differences. Use an ethnic resource person to assist.
- Photograph or video-tape a dance session and discuss the emotions expressed through body movement.



F Resources

The following list contains some suggested resources for use with students.

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Cleaver, Elizabeth. *The Miraculous Hind*. Toronto: Holt, Rinehart and Winston, 1973.

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Maiorano, Robert. *Francisco*. New York: Macmillan, 1978.

Melzack, Ronald. *Why the Man in the Moon Is Happy*. Toronto: McClelland and Stewart, 1977.

Morgan, John S. *When the Morning Stars Sang Together*. Toronto: Book Society, 1974.

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